Different Ways Teachers Reflect on Their Authority

Jeremi Jaatinen

Tiivistelmä

Jaatinen, Jeremi. [2024]. Different Ways Teachers Reflect on Their Authority. Master's Thesis in Education. Pro gradu -tutkielma. Jyväskylän yliopisto. Opettajankoulutuslaitos, luokanopettajakoulutus. 64 + 6 sivua.

Tämän tutkimuksen tavoitteena oli selvittää, miten perus- ja yläkouluopettajat hahmottavat auktoriteettinsa, ja itsetutkiskelun ja -reflektion kautta. Opettaja-auktoriteetin perustana oli pedagoginen auktoriteetti, joka muodostuu opettajan ja oppilaan välisestä vuorovaikutuksesta, kuin myös opettajan pedagogisista ratkaisuista. Tutkimuksen tarpeellisuuden perusteena olivat koulumaailman muutokset sekä muiden tutkielmien jatkotutkimusehdotukset.

Tutkimusaineisto kerättiin kolmella eri haastattelutavalla, joista osallistuja sai valita yhden. Seitsemää opettajaa haastateltiin helmi- ja maaliskuussa 2024, joista 2 haastateltiin Teams-sovelluksella, 4 haastateltiin perinteisesti ja 1 haastateltiin sähköpostitse. Pseudonymisoinnin ja litteroinnin jälkeen aineisto analysoitiin laadullisella sisällönanalyysillä.

Tutkimuksesta ilmeni, että opettajat useimmiten hyödyntävät sellaista auktoriteettia, joka pohjaa etenkin vahvaan, oppilaita huomioivaan vuorovaikutukseen. Yhtä lailla asiantuntijuus, eli opetukseen liittyvän sisältötiedon ja pedagogisten menetelmien hallinta oli tärkeä pohja auktoriteetille. Itsereflektio nähtiin paitsi keinona parantaa oppitunteja tai muuttaa niitä oppijoiden tarpeita paremmin vastaavammiksi, mutta yhtä lailla ulkopuolinen reflektiotoiminta, missä kollegoiden kanssa tapahtuva keskustelu ja oman työn pohdinta auttoi kehittämään opettajuutta. Jatkotutkimushaasteina nähtiin se, miten opettajankoulutuksessa huomioidaan opettaja-auktoriteetti sekä se, miten opettajaksi opiskelevat voisivat käsitellä auktoriteettiaan reflektion keinoin.

Avainsanat: opettaja, valta, auktoriteetti, rooli, identiteetti, itsereflektio

ABSTRACT

Jaatinen, Jeremi. [2024]. Different Ways Teachers Reflect on Their Authority. Master's Thesis in Education. University of Jyväskylä. Department of Teacher Education. 64 + 6 pages.

The purpose of this study was to examine how teachers working in primary and lower secondary schools perceive their authority, through introspection and reflection. Pedagogical authority, which is formed from teacher-student interaction and the pedagogical choices made by the teacher, was selected as the basis of teacher authority in this study. The need for this kind of a study came from modern changes in the school world and from the suggestions for future research in other theses.

The data was collected by providing the participants with three different methods of interview to choose from. Seven teachers were interviewed in the February and March of 2024. 2 were interviewed with the Teams application, 4 were interviewed traditionally and 1 was interviewed via e-mail. The interviews were then transcribed. The different participants are signified by pseudonyms. I analysed the data with qualitative content analysis.

Key takeaways from the results were that the most prevalent authority types of a teacher were the referent and expert ones, meaning that a sustainable form of teacher authority comes from good interaction skills and a solid grasp on educational content and pedagogy - an important dynamic in the work of a teacher is how they act as a role model. Self-reflection was seen as a tool for making lessons better. Discussions were also an important addition to self-reflective processes, as they were a part of how the teachers developed their professional skills. Recommendations for future research include how teacher authority is considered in teacher education and if teacher students could process their authority with reflectional methods.

Keywords: teacher, power, authority, role, identity, self-reflection

Content

1   INTRODUCTION

In today's educational landscape, while teachers have vast quantities of pedagogical and content knowledge, there are still various aspects of working with children and youngsters that challenge their authority and class control skills (Rautanen, 2024). For instance, in the latest PISA research, it was underlined that there's a need for a calmer atmosphere in class, so that learning can be facilitated (Hiltunen et al., 2023). There's also evidence of an increase in learners' behavioural challenges, which is linked to the recent growth in the psychosocial stress of school staff in Finland (Kuntalehti, 2024). This is partially due to the fact that there's more learner diversity in the classroom, and the inclusive comprehensive schooling in Finland creates a scenario where many types of learners require a lot of pedagogical support (Arnkil, 2019; Kuntalehti, 2024).

The academical inspiration for this research comes from future research implications found in other studies in the educational field. There isn't notable research on the topic I selected, which prompted me to search for inspiration primarily from other theses. Particularly, the findings by Hallikainen and Komu (2015) about how reflection is seen as a factor in how teachers can develop their authority was a major inspiration for my study. Teacher authority is something that requires continuous research in Finland, as it's tied to the contemporary state of society (Pelkonen, 2023). Concerning reflection, Tavast (2010, p. 93) states that teachers should develop their skills in applying their personal reflection, as lack of time and challenges related to group sizes make it hard for professional teachers. The opportunities of using reflective thought in educational settings should also be further researched. Räsänen (2021, p. 80), who studied teacher attitudes on the authority of a teacher in Finland, points out that there's a need for more research on how the actions of a teacher affect the authority of a teacher. These studies highlight why I chose authority and reflection as the main focus of my study. Then, to supplement this focus I considered identity an important aspect of authority, as Hallikainen & Komu (2015) noted that professional

identity and teacher's authority are connected, and that this dynamic should be researched more.

To explain some of my personal motivations, this thesis is inspired by personal experiences from teacher training and extracurricular substitute teacher work experiences. The focus is to help class teachers explore their modes of interaction with their class, how their type of authority suits their students and what methods of reflection can help explore a teacher's authority.

My personal motivation comes from how in my teacher training I found that while reflective processes were highlighted very much as a part of a teacher's development in their work, the importance of authority was lesser in comparison. Thus, the opportunity of combining these two topics seemed interesting, as my agenda is to also help others that may have similar experiences. My purpose with this thesis was also to help generate more research on the topics of authority and self-reflection in the field of education.

From these aspirations, I formed three research questions for this thesis, which were 1. "How do teachers conceptualize their role and identity?", 2. "In what bases of power is teacher authority manifested?", 3. "How does a teacher reflect as part of their work?". Together, these questions are used to explore why teachers have authority and how they think about and reflect on it as part of their work.

2   AUTHORITY

2.1   Teacher authority

Defining authority

It's important to note, that different types of authority aren't always easily distinguished from one another, and that it's difficult to give a straight definition of authority (Weber, 1978). In this study, the pedagogic authority of a teacher is the focus. To find an answer to what authority is, I will go over different definitions and classifications to establish how authority is conceptualised. To further illustrate the meaning of the word authority, three definitions are provided (Cambridge Dictionary, 2024):

The power to control or demand obedience from others
The moral or legal right or ability to control
An expert on a subject

These definitions highlight, how power and authority are quite synonymous. Forsyth (2010, pp. 215-216) notes, that power is seen as one person gaining influence over other people, and it's more about a measurable potential of influence that someone can exert over others, where no concrete action is necessary.

Green & Molenkamp (2005) note, that in a workplace environment, the quality of authority depends on different elements. As a base, all workers have some level of formal authority, which means that authority has been delegated, i.e. through someone's job description. Then, to put that formal authority to use, you need personal authority. It tells us how formal authority is influenced by personality. For instance, with work tasks, authority is needed for success. In a

group, everyone has a role, with the highest authority laying out boundaries, like timetables and what the subordinates should and shouldn't do.

Basic authority types

Authority can vary greatly based on how someone uses the power they have. John R. P. French and Bertram Raven (1959) originally developed a theory of power bases, which tell us how certain individuals wield power and how interpersonal authority manifests itself in persons who have a position of authority. French and Raven defined 5 bases, which are the *referent, expert, reward, coercive* and *position* bases. Later, Raven (2008) added a sixth one, which is the *informative* one. To better understand how power can vary between different personalities, we will look over these six basic forms of power, which are presented in Table 1.

Power base	Referent	Expert	Reward	Coercive	Position	Informative
Characteristics	Depends on how the subordinate respects or wants to associate with the one in position of power	Effectiveness varies on the extent of knowledge	Importance of correct incentives: consistency is key in a reward system	In addition to a reward system, the threat of a punishment is used	Power is derived inherently from a title or role	Ability to instruct others on how to change behaviour and learn

Table 1. "The six bases of power" (after French & Raven, 1959; Raven, 2008)

Referent authority stems from reliance to personality and relationship building skills. This type can be further split into positive and negative forms, where the positive form is mainly centered around shared personal connection. The negative form of referent authority is apparent when, for example the teacher doesn't have a clear concept on what they want their student to learn, while the

student's concept on the learning goals is different from the teacher's, leading to action that doesn't align with the intent of the teacher.

Expert authority is in question when you have a vast know-how of a subject or are otherwise well prepared. This type can be further categorized into its positive and negative forms based on how correct the expert knowledge is. Personal gain motives can, for example, corrupt the expert authority.

Reward means that the person's authority is tied to how they reward others. For example, in conditioning and positive reinforcement a teacher would use rewards to have the students display behaviour that is wanted from them. Rewards can be tied to different systems, such as score-based ones, where students' good behaviour increases their score, while unwanted behaviour deducts from it.

Coercive authority is about setting boundaries to students or withholding privileges from them - having someone do something that they don't want to do. Pierro et al. (2008) note that the way the target (student) relates to the change, or learning, that is desired from them, affects how much influence a coercive teacher would have on the student.

Legitimate authority can be characterised as a person having authority based on their position. I.e. a teacher should have the authority of a teacher because they are placed in a position of responsibility. Thus, position-based authority isn't gained, but rather sanctioned.

The sixth base of power is the informational one. To exemplify, imagine a situation where there's a need to persuade someone to do a task differently because you know a more efficient method. The other person would then be expected to accept the reasons and change their behaviour.

Tanaka (2009) notes, that a feature of expert and referent authority, which are characterized as personal power bases, is that they are more effective than other power bases. Particularly, the legitimate, coercive and reward power bases are seen as less effective. When inducing change in other people, or, helping others learn, it's apparent that the most beneficial authority stems from the skill

to create an atmosphere that you actually know what you're talking about, and that people are comfortable with the way you're educating them.

Weber's three domains of authority

Max Weber (1978) classified three different domains of authority, which are: legal, traditional, or charismatic. The legitimacy comes from how society and different communities help establish and validate said forms authority. This categorization of authority coincides with the aforementioned six power types, further explained respective to explanations of each of Weber's three legitimate authorities.

With legal and traditional authority, we tend to mean authority bound from a profession, as is the case with a teacher's public post, as Mitchell and Spady (1983) note. This type of authority should still be about personality and a more referent base of power, rather than the externally enforced authority. This type of authority would be evident, if you were to tell your students that they should listen to you just because you're the teacher (Spady & Mitchell, 1979).

Legal authority works on the concept of rules – adhere to them and you're fine and maybe even rewarded, but break them, and you will be punished. Certain figures of authority are then wielding the power to command their subjects. This is much like the position base of power, as for example a police officer would have authority in relation to ordinary citizens, based on their position and title.

Traditional authority stems from the hegemony of a society and how norms are formed – certain things have more significance and power due to age-old tradition. The people who have traditional authority are then judged by how righteously they follow these traditions. E.g. a priest could be seen as an extension of the authority that religion can have on people, given that they practice what they preach. Thus, traditional authority has similarities with both the position base of power, as well as the expert type,

Charismatic authority is formed socially, as the actions, likeability and virtuousness of a particular individual can help them have this type of authority. Much like the referent base of power, this authority domain could be exemplified by how heroes are something that society holds to a high standard. These classifications are important as we move on to look over teacher authority.

Aspects of teacher authority

As Harjunen (2002) points out, pedagogic or pedagogic-didactic authority should be separate from a teacher, or at the very least detachable. Teachers aren't seen as the source of knowledge or an embodiment of classroom control, but rather a guide towards proper sources of enlightenment, all the while administering control when it's necessary for learning.

Authority, in an educational setting, has to do with the teacher-student relationship. Between these two actors, there's always a certain inequity present as the positions are asymmetrical between the two (Fisher & Fanyo, 2022). A defining feature in teacher authority is that teachers are expected to use their position to instil a cooperative atmosphere into the classroom. (Harjunen, 2002, p. 470). As Arnkil (2019, p. 153) describes it, the goal is to be both an assertive source of authority and a sensitive listener, who can uphold a dialogic atmosphere in class, signified by mutual respect between the learners and the teacher.

The authoritarian resources of a teacher have a lot to do with how the students are learning. Authority types that are deemed most important were "high level of teacher's knowledge" and teacher's ability to show respect and affection to their students (Esmaeili et al., 2015, p. 13). In terms of power bases, the expert and referent types would thus seem most suited for a teacher (French & Raven, 1959). Thus, teacher authority shouldn't be looked at as an automatic right given to teachers, but something that needs to be constructed in collaboration with the students (Hanson, 1976; Linqiong & Jiaqiang, 2021).

In the early years' classroom setting, Tesar (2015) highlights that the student-teacher relationship has distinct power structures, where elements of discipline and subordination come into play. Namely, the teacher is very much at the centre of things, exerting a lot of power over many. It is, however, important to note that parts of the early years classroom and schools are separate from the adult world. There are different types of childhoods that are formed in schools, but all of them share a certain conformity and hegemony, as while they have some levels of personal agency as students, the pedagogical content is mostly the same for all. In terms of Finnish schooling, children do also have a say in how they should be educated, and different levels of educational support are guaranteed for those in need (Finnish National Agency for Education, 2016).

According to Tesar (2015), while the average teacher has a lot of work on their hands, the average schoolchildren are mostly concerned about playing and interacting with people and things. Often, this means that obedience is the gateway to these pleasantries. Repercussions and punishments, like getting a bad grade or being scolded by a parent or a teacher may then function as authority through fear.

It's important to remember, that the different authorities that people working as teachers have had experiences with affect their own methods of leadership. For example, teachers may form a specific view of what a teachers should be while they were schoolchildren, which would then be reformed during their own teacher education (Harjunen, 2002, p. 370). This is also exemplified in how in military leadership, prior experiences of being subjected to different authorities are seen as a basis for leading others (Finnish Defense Forces, 2022).

While teachers work mostly with their students, Fisher and Fanyo (2022) note that the legal guardians of said students affect teacher authority as well. The concept of parental involvement tells us how parents conceptualize teacher authority in relation to their own involvement with their child. From a parental viewpoint teacher authority is most prevalent in how they act as role-models, how they enforce rules and how they admit personal mistakes.

In total, authority is something that can help define an individual and the way they interact with others. With the frameworks by French and Raven, and Weber, we can better define how authority is utilized by people. As teachers have a special task in helping others learn, their pedagogic authority is applicable to the framework, too. Next, we'll further explore the curiosities of teacher role and identity.

2.2   How teacher role explains authority

Teachers have various expectations targeted towards them. In of Finnish teacher education, the aim is that teachers are experts in the field of education, with the ability to guide their students into a positive, sustainable future. A multifaceted understanding of learning and different learning environments is necessary. Teachers are expected to be able to support the growth of both the class and individual learners (University of Jyväskylä, 2017). According to the European Commission (2007), teachers are crucial in helping people develop their talents, reach their potential in personal growth and well-being, enabling them to have the necessary know-how for their careers and life as citizens.

It's part of the role of a teacher to be in a position of authority. This authority is then tested by nearly all student groups. There exist more permissive teacher roles, while others can be more authoritarian, too (Roffey, 2011, p. 48, 54, 57).

To explain role, we look at student-centered instruction and how it makes teachers think about themselves, and what rewards and challenges teachers experience as their roles and identities shift in student-centered classrooms. Keiler (2018) states, that when tasked with using learner-centered methods, some teachers may find more fulfilment in their work, some refuse it, while some may see fit to develop their identities to learn along with the students. Student-centredness can be beneficial, as there are also calls for more learner-centeredness in the education system, since school is the most comprehensive social context to a lot of children (Kaovere & Mbaukua, 2018, p. 50).

Considering the role of a teacher who comes to teach a class for the first time, one should try and find out first what the students are interested in, what the approximate behavioural maturity level of the class is and what the disciplinary needs of the students are. This type of establishing a strong teacher's role is deemed efficient, but if disruptions were to occur, it's usually about minor behavioural challenges, like inattentiveness (Rude, 2007, p. 66, 70). To my experience, this is something that sometimes can be prevented by proper lesson planning. It can really make a difference if the content of a lesson is interesting or not.

Some common role expectations parents had for class teachers according to Eskola and Kekki (1997) are mostly about how good control of the classroom is expected of a teacher. A teacher is expected to have a good grasp of pedagogy and school subjects, while also being punctual, meticulous but also humorous. Personal life isn't shunned either, as in today's world, teachers' extracurricular political activity is permitted, for example.

2.3   How teacher identity explains authority

Identity is seen as a person's sovereignty and matureness, a sign of the human capacity to know 'who's who' (Gronold, 2010). Culturally, identity requires identification, which is a basic cognitive mechanism of humans sorting people into 'us and them' (Jenkins, 2014). According to Hall and Du Gay (1996), identifying yourself as something has to do with relating to others, while also influencing how you treat others. For example, looking at another person and seeing that you could look a bit like them by changing your hairstyle or clothes would be considered identifying.

However, identities can change, and new identities can also be constructed. Alasuutari (2004) highlights, that this change can come from internal factors, such as finding something new that makes you self-identify in a different way. As for external factors, leaders of different groups may impose their way of thinking

onto their followers, too. These types of identity projects, where successful ideologies are followed by people who gain a certain way of life from it. Things like religions, fanbases and brand followings all share these characteristics, to some extent.

Identity, in a personal sense, can include various coexisting identity positions, as people can have multiple identities that apply to them, although some identities may be paradoxical (Packer & Goicoechea, 2000). For example, a teacher who is also a student may sound contradictory, at first (Reeves, 2018). These curiosities of identity illustrates how identity builds up on the political environment, and how people's identities are about being part of and "learning in a community" (Hall & Du Gay, 1996; Harrell-Levy & Kerpelman, 2010).

In adulthood, identity can be characterized as developing in various ways. Things like age, gender and life circumstances can influence identity (Fadjukoff & Kroger, 2016, p. 5). Community helps define identity, as national identity, for instance, is something that others may embrace, while others may relate more with a de-nationalised identity (Gronold, 2010, pp. 291-292). While there's very much a social side to identity, as identity is seen as the product of interaction, it's notable that identity requires self-identification as well, which is an internal process (Jenkins, 2014).

The historical landscape influences identity as well, according to Hall and Du Gay (1996). Notable about identity is that it's constructed within historical discourse, not outside it. When considering the identity of someone or something, we are always trying to find connections between an actor and a certain discourse in time. Another reason to look at identity as something that is tied to a certain time and space is the notion of self-image, which works as a cognitive, social, and emotional representation of what people identify with (Nicolini & Cherubini, 2011).

Teachers as identity contributors

According to Beauchamp and Thomas (2009), identity is closely linked to agency, which is in the context of teachers the ability to bring about change in school, question authority relationships that are unfair, all the while doing your best to support your students. Narayanan (2022) notes, that as said authority relationships are challenged by teachers, they are then enabled to redefine learning, with the intention of pushing it in a more empathetic direction.

Reeves (2018) highlights that for the development of a teacher's identity, healthy personal growth, and the willingness to adopt the identity of a teacher are some of the most important starting points. What teacher identity exactly is, or should be, varies. For example, those at the start of their careers may experience more uncertainty with their teacher identity.

In educational settings from primary school to high school, the formation of a healthy identity is important in students. As identity is formed in community, it's up to teachers to influence this process (Harrell-Levy & Kerpelman, 2010, pp. 87-88). Self-efficacy, which means that when an individual believes they are capable of doing something, such as their work tasks, they have perceived self-efficacy, is important in teachers, as according to Lazarides and Warner (2020), teachers with high self-efficacy are efficient in engaging their students in learning. Teacher self-efficacy is something that can be measured, as things such as how dynamically a teacher can adapt to changes and facilitate learning for their students affect self-efficacy, but it's notable that personal competence perceived by the teacher – self-efficacy as a part of teacher identity - is just as important.

3   REFLECTION

3.1   Self-reflection considerations

To understand reflection, we'll look at how traditional professionalism is about a certain technical rationality. Tiuraniemi (1994) notes, that action and the aims of work in a certain field are standardized, and challenges arise mostly from whether people have a clear understanding of the goals. In uncertain situations, there is emphasis on how the problem itself can be defined. This would then require a form of reflection.

Reflection, as defined by John Dewey (1933, p. 118), is the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends. As Sarason (cited in Sahlberg, 2015, p. 268) points out, Finnish education is notably influenced by Dewey's ideals of fostering critical thinking, particularly in students. The core function of reflection is to be aware of the cultural layers that can be found in the current experience. Dewey would emphasize that the problem should be operationalized first (see Figure 1), so that the appropriate thought process can begin (Miettinen, 1998, pp. 86, 88, 91).
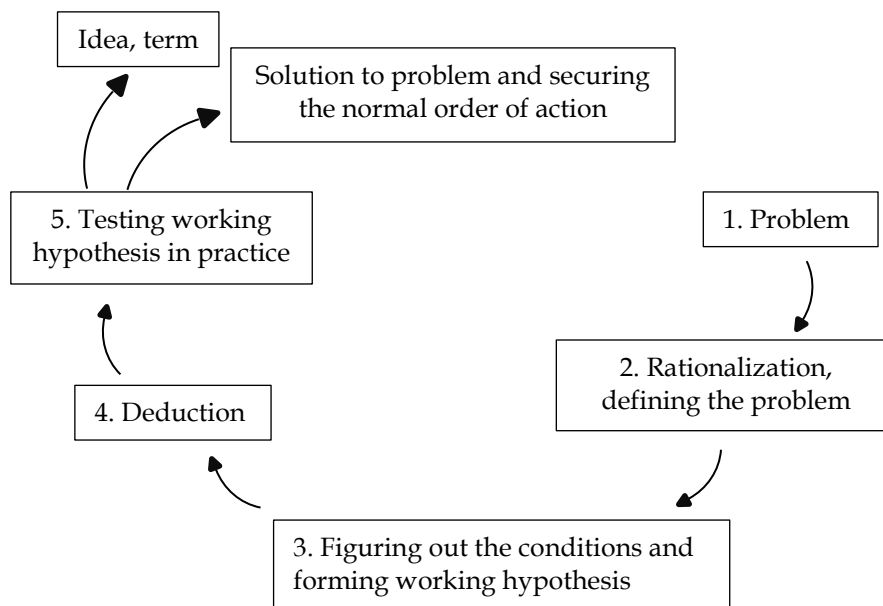
Figure 1. "Dewey's model on learning and reflective thought" (after Miettinen 1998, 91; Rodgers, 2002, p. 851)

David A. Kolb is another key researcher on reflection. According to Miettinen (1998), he formed a reflective model that illustrates, how experiences can be used to further develop one's actions. The main thesis of the model is that experience is accumulated over time, and with the appropriate reflective skills not only do the earlier experience gain new meaning, but also act as ground for learning (Kolb & Fry, 1975).

Two distinct categories of reflection, originally described by Donald Schön (1983) and further explored by Munby (1989), are reflectional thought that happens in-action and on-action. Reflection-in-action is concentrating on the current action and thinking about what you're doing rather than pondering about your actions after it's already happened. In a sense, if you were the captain of a ship, sailing on a storm, and you'd made an important error, you could use reflection-in-action to try and correct your behaviour on the spot. This necessitates a level of self-awareness.

Reflection-on-action is the thought process that's initiated after the action is finished, requiring propositional knowledge. Thus, the knowledge of what is true, and what had factually happened is important. Propositional knowledge, however, is seldom found in the reflection-in-action process (Moser, 1987).

Reflective practices are useful for teachers as they help them understand their teaching style. Also, teachers who utilise reflection-in-action are better equipped in managing their class (Iqbal, 2017). With good skills in reflection-in-action you may also be more well-equipped to reflect on action, as well (Cattaneo & Motta, 2021, p. 198). As Hallikainen and Komu (2015, p. 110) note, reflection is a useful method in how teachers can actively develop their authority.

Critical reflection

Reflection, like all thought processes, is seen as having different levels, and a thinking process can also progress in different levels, as noted by Hatton and Smith (1995). As an event occurs, the simplest form of reflection on it is the description of an event without concern for the cause. The event can then be described with more reflective quality by including the reasons. To reflect dialogically, one should question the reasons behind the event, going through hypothetical scenarios in an internal dialogue. Then, to reflect critically, the consequences of said event should be looked at in relation to the context and alternative scenarios.

A meta-definition of reflection by Nguyen et al. (2014, p. 1180, 1186) identified 5 core elements of reflective thought, which are: "(i) *thoughts* and *actions* (TA); (ii) *attentive, critical, exploratory* and *iterative* processes (ACEI); (iii) the underlying *conceptual frame* (CF); (iv) the *view* on *change* (VC), and (v) the *self* (S). To exemplify how a thought process may become more and more reflective, Table 2 introduces a fictive timeline where the subject's, named *Pekka*, is described having increasingly reflective thought processes in relation to work.

Core components	TA	TA + ACEI	TA + ACEI + CF	TA + ACEI + CF + VC	TA + ACEI + CF + VC + S
Pekka and challenges at work	Pekka thinks about challenges at work	Pekka thinks about challenges at work in attentive, critical, exploratory and iterative ways	Pekka thinks about the underlying reasons for the challenges at work in an ACEI way	Pekka thinks about the challenges at work and the reasons underlying them in an ACEI way, and tries to resolve both the challenges and the reasons	Pekka thinks about *his* challenges at work and the reasons. He thinks about how these define him and how they relate to him, in an ACEI way. Pekka learns in the process, changing how he works.
TA = thoughts and actions; ACEI = attentive, critical, exploratory and iterative; CF = conceptual frame; VC = view on change; S = self					

Table 2. "Core components of reflection" (After Nguyen et al., 2014, p. 1186).

First, the fictive individual, Pekka, is faced with a challenge that simply makes him think, but no concrete actions are done. Then, he starts to explore the issue, making notes or finding out more about the challenge, for instance. In the third stage, Pekka tries to figure out, why the challenge he's facing has formed. Next, he tries to do something about the challenge and prevent it from happening again. At the final stage, Pekka would also try to learn from the entire process. It's important to note, that it takes effort to progress in these levels, and that not all people will go through all these stages when dealing with a challenge. Mohamed et al. (2022) point out that in the context of how teachers, for example, use reflectional thought, they should focus on reflecting on action, as it serves as a proper sign that an individual has reflective competence.

The model by Nguyen et al. shares key elements with the concept of a reflective learning continuum, proposed by Peltier et al. (2005). In the continuum (Table 3), the thought process of an individual can be one of four stages: 1) *habitual action*, where thought is process-oriented, 2) *understanding*, where thought is content driven, 3) *reflection*, where critique and a focus on problems is present, and 4) *intense reflection*, where reflection brings about personal change.

Thought process	Habitual action	Understanding	Reflection	Intense reflection
Characteristics	Learning happens through repetition, thought processes are minimal	Comprehension of content, more engagement than memorization, but still within pre-established schemas	Personal knowledge and experience is integrated into the learning process	Thinking about assumptions that are directed at themselves, analysis of personal actions
Effects on personal learning	Learning by repetition involves less strategy and the use of additional learning materials is discarded, leading to memorization only	Lack of relating to one's own experiences and other situations stagnates the learning experience and how the learner perceives its quality	A more positive perception of the learning process and its quality	Changes in worldview are possible, a positive effect on the perception of the quality of one's learning is expected

Table 3. "The reflective learning continuum" (Peltier et al., 2005).

Once again, it's important to highlight that the thought process that an individual may choose is not necessarily linear. One may reflect intensely from the get-go, but it does require training to be able to use these different methods of reflection. As Mezirow (1991) points out, the development of critical reflection skills facilitates, along with other critical thinking and argumentation skills, the ability to participate in critical discourse. This requires that an individual has sufficient education.

To be able to critique something, individual needs, much like those detailed in Maslow's hierarchy of needs, must be fulfilled to a certain extent (McLeod, 2024). When reflection skills are trained, for example via writing, new ideas are formed, which in turn increases sophistication in one's critical reflection ability, as "simple personal opinion is extended and explained through references to the literature and to previous knowledge" (Fund et al., 2002, p. 497).

3.2   What counts as reflection?

As discussed by Carol Rodgers (2002), there are 4 types of criteria for reflective thinking, originating from the writings of John Dewey. These are: *reflection as a meaning-making process, reflection as a rigorous way of thinking, reflection in community* and *reflection as a set of attitudes*. The criterions as characterised by Rodgers are further explained next.

Criterion 1 is given justification through education. To create meaning, one must first learn, then use those acquired skills via interaction, establishing a continuity. All these parts require one another to work. With time, different experiences gain new meaning.

Criterion 2 helps us understand the process of reflection. It has discipline, and it's not the only way to learn something. For instance, teachers usually have time for a "stream of consciousness" type of thought in their line of work, due to the busy and demanding line of work that today's teachers have. As Hatton and Smith (2002, p. 38) point out, reflection isn't necessarily developed that much in the school environment, either. To try and reflect something usually then needs a catalyst. An encounter that is worthy of reflection requires someone to see the potential that reflective thought can open up in that experience. A method of processing such an encounter is exemplified in Figure 1, which mirrors the scientific method – from an experience to a hypothesis to results, ideas and solutions.

Criterion 3 is about the value of social interaction in reflection. To express your reflectional processes to others can provide you with affirmation, different viewpoints, and support. In an educational context, this criterion could, for example, be about teachers reflecting on pedagogical content, sharing the different views and experiences they have about exercises found in schoolbooks, or sharing different interactional situations they've had.

Criterion 4 can be explained by stepping into the shoes of a teacher. To have time and energy for reflection, you need enthusiasm about and for a subject

matter, but without an atmosphere and environment that supports your well-being, the necessary whole-heartedness will be wasted. Then, to have a varied set of information as a teacher trying to reflect, you need self-awareness rather than self-absorption. Teachers should accept and think of different perspectives, while not enforcing their opinions onto others. These features of a reflective teacher go on to foster a sustainable ground for personal and interpersonal growth.

Assessing reflection

Reflection practice is a common process in institutions, such as in higher education. In Taylor's (2017) research, the critical reflection skills of students was looked at in terms of assessment. Key findings were that while the use of critical reflection is commonplace in colleges, there is still a need for a standard for assessing it. A challenge with critical reflection is that there needs to be a shared goal of reflection between the student and the teacher, or otherwise the reflective process may end up irrelevant.

Should reflection even be assessed? Using education as an example, student papers that use reflective writing may be prone to an unreliability in terms of assessment criteria. This brings us to how reflection is a personal process, where the values and thoughts of someone are theirs alone (see: Bell et al., 2011). By assessing reflection in a way that takes both the content and the depth of reflective thinking into account, the intensity of one's reflective thinking can be more accurately identified (Lee, 2005). All in all, assessing reflection accurately guides everyone associated with the process in gaining insight on how meaningful the subject of reflection is to a person, and we can compare the reflections made by different people on the same topic.

4   RESEARCH QUESTIONS

In my research, I intended to answer three questions.

1: How do teachers conceptualize their role and identity?

2: In what bases of power is teacher authority manifested?

3: How does a teacher reflect as part of their work?

The first research question is about how the teacher's background. For example, their journey to where they are now in life, can explain why they feel they have or should have authority as a teacher. By exploring teacher identity and role, we can flesh out what type of a person a teacher is as an individual, which in turn works as a foundation to their pedagogy, modes of interaction and ultimately, authority. The assumption is, that the role of a teacher that has sustainable authority would include the qualities of a person that is just, humane, and guiding. Professional identity would be dominant in teachers, but there'd also be room for multiple identities that coexist in relation to the different social environments that teachers interact with.

The second research questions is centered around authority and its conceptualisation in the mind of a teacher. As for the authority types, the bases of power detailed in chapter 2.1 are used as the framework for characterising the participant teachers' authorities. Also, as teachers are expected to have some form of authority, they should have an idea on why they need authority. The conceptualisations of teacher authority and how teachers find authority meaningful are important aspects of this research question, too. The primary assumption regarding this question is that teachers would mostly align with referent and expert bases of power.

The third research question, focusing on how teachers reflect as part of their work. Reflection is at the focus of this research question and the aim is to find out, how and for what reasons teachers make time for reflection as part of their work. The assumption is, that as noted by Hallikainen and Komu (2015), reflection would be a key factor in how teachers develop their authority.

5 RESEARCH IMPLEMENTATION

5.1 Research Participants

In total, seven (7) teachers participated in the study. The selection process for who was approached for interview was based on the condition that they should be schoolteachers and/or subject teachers that have a public post in a primary school or lower secondary school or have had previous work experience in that field. Ultimately, all those who participated in this study were working in these kinds of positions at the time. The participants were teachers working in different schools around Finland, as to have a wider variety of experiences. As the teachers had experience in working with younger students, the context was focused on how teachers working with a specific student demographic see express their views on authority, identity, role and reflection, rather than, for example how they'd see themselves working with adult students.

5.2 Data Collection

The interviews were conducted in February and March 2024. The participants were contacted via email, which contained a brief introduction on the research, a research permission form and a privacy statement and the question framework, detailed in Attachment 1, which includes the interview questions in English and in Finnish. Then, a suitable time for the interview was selected with the individual participant. Those participating via Teams were additionally sent the instructions detailed in Attachment 2.

The teachers were expected to give personal accounts on their views and professional experiences. The focus was on their present-day views they have of themselves as teachers. This in turn was to highlight what kinds of different journeys they've been through.

Overall, three different options for participation were presented to the participants. These were the Teams interview, email answers and face-to-face interview. Two participants were interviewed via Teams, four were interviewed traditionally, or face-to-face, and one participant was interviewed via e-mail (see Table 4).

The interviews were transcribed: with Teams, this was done via the automatic transcription feature, which required pruning as the initial transcription had spelling errors. As for the face-to-face interviews, notes were made, which were then transcribed after the interview. The email interview provided me with a finished transcription as the participant was prompted to answer the questions found in Attachment 1 one at a time.

Different methods of data collection via interviews

In the Microsoft Teams interviews, the questions were discussed with the participant during an online interview. The meetings were recorded for data analysis. One of the main benefits from the use of an online tool for interviewing is, the opportunity of setting up mutually convenient times for interviews (Cohen et al., 2007).

Concerning the email answers, the aim was to include a chance for teachers that had timetable constraints to participate. The questions used were the same as in Attachment 1. One of the participants needed to use this method, as they wished to participate, and wished to use the email method I had made available.

With the face-to-face interviews, an opportunity for a more interactive take on data collection was made possible. As with all types of interviews, the role of the interviewer is to present questions, but there's room for interaction, which in turn is something that should be looked at along with the more relevant findings during analysis (Hyvärinen et al., 2024).

Summary of participant teachers

The data yielded experiences, thoughts, and opinions from seven (7) teachers from around Finland. To provide context for the answers, the background information of the teachers work experience is looked at first. The same information is also presented in Table 4.

Participant 1, Peppi, had about 5 years of experience in working as a teacher, being qualified for ethics subject teaching, class teaching and special education. At the time, her position was as a special education teacher in primary education with additional class teaching.

Participant 2, Mikaela, had worked for around 28 years as a qualified visual art teacher, while her additional qualification is in health education. She was working in primary education.

Participant 3, Anssi, had accumulated 37 years of experience as a qualified class teacher, which was his public post at the time. He also studied English and Finnish for his specialisation studies and was certified to work as a headmaster.

Participant 4, Meri, had over 10 years of work experience in education. She was certified as a subject teacher in English, with various other specialisations in education under the belt, as well. She was working in both primary and upper secondary education at the time of the interview.

Participant 5, Hilma, a qualified class teacher for more than 10 years had the qualification of a physical education teacher as well. She was working in primary education, teaching both her own class and physical education.

Participant 6, Mona, had around 9 years of teaching experience. She was a qualified lecturer teacher in history, social studies and religion, and had also worked as a workplace steward. All were her jobs at the time.

Participant 7, Pia, had approximately 15 years of experience as a teacher. She had a master's in education and had also studied psychology and special education.

Table 4 is used to demonstrate, which participant teachers were interviewed in which method. Table 4 also includes other types of background information that's further explained in the findings of this study.

It's important to note, that teachers working in preparatory education are a part of comprehensive schooling in Finland, and generally work in a primary or lower secondary school (Finnish National Agency for Education, 2024). This is to explain why participant 7 was selected for this study, as they, too, work in comprehensive schooling, like class, special education and subject teachers do.

Participant	Gender	Work experience in education	Current public post	Interview method	Interview duration
1) Peppi	F	C.a. 5 years	Special education teacher	MS Teams	31 min
2) Mikaela	F	C.a. 28 years	Visual art teacher	Face-to-face	53 min
3) Anssi	M	C.a. 37 years	Class teacher	Face-to-face	44 min
4) Meri	F	>10 years	Language teacher	Face-to-face	37 min
5) Hilma	F	>10 years	Class teacher	Face-to-face	38 min
6) Mona	F	C.a. 9 years	History, social studies and religion teacher & workplace steward	MS Teams	34 min
7) Pia	F	C.a. 15 years	Preparatory education teacher	Email	N/A

Table 4. General participant information.

Other characteristics of interviewing

In forming the interview questions, Patton's (2002, p. 251, 358). research question types functioned as the basis. They are related to behaviour, opinions, emotions, knowledge, sensory inputs, and demographics. The structure of the interview was intended not to be too complicated.

The interview was half-structured, which according to Eskola and Suoranta (1998) means, that the questions will be the same for all. The questions were open-ended, which is beneficial as this allow for the interviewer to ask further questions if necessary. Cohen et al. (2007, p. 355, 357) point out that cooperation is encouraged – open-ended questions "allow the interviewer to make a truer assessment of what the respondent really believes". In general, interviews act as a means to collect subjective facts.

At the end of all interviews, case interviewing was used. In case interviewing, the participants thinks how they'd act in a specific situation with a student (see Attachment 1). Case interviewing is used commonly in job interviewing as a way of challenging an applicant with a hypothetical situation, where their task is to solve it, giving the interviewer insight on how the applicant does problem solving (Lu, 2002; Cosentino, 2013). The case scenarios were based on the topic of authority.

5.3   Data Analysis

I used qualitative content analysis in accordance to Vuori's (2024) notion of how the focus of qualitative content analysis being in describing the contents of data that is in written form. In this research, the data, which was first in the form of interview transcription, was coded, and from the content, I made certain deductions that answer the research questions after simplifying the transcription. I compared the data and its contents that describe the topic to the research questions, earlier research and the theoretical framework I described in chapter

2 and 3. I then simplified the quotations and color-coded the terms that most corresponded with them. Then I looked for similarities in the transcriptions, forming abstractions from the data, which aided in classifying the different answers given by the participants. From the simplified data that I'd reduced to the main themes I then formed a unified whole. In qualitative content analysis, I essentially formed a description of the phenomenon that's being researched. According to Seitamaa-Hakkarainen (2014) and Alasuutari (2011), it's crucial to create a systematic, comprehensive description of the contents relating to the data.

5.4 Ethical considerations

To protect the privacy of the respondents, pseudonyms, and carefulness in presenting the results were used to prevent the respondents' identities from being revealed. The participants were provided with a research permission form and a privacy statement. The privacy statement and research permission form included notions of how, for example, the data would be handled confidentially, the data would be destroyed in July 2024 and that the main types of personal information gathered were the participant's name, gender, e-mail address, phone number, voice recording (Teams), and interview notes. No special categories of personal data were a part of this study. The participants' personal information was transferred outside of EU/ETA regions, as per the terms of Microsoft Online cloud services, which are managed by Microsoft JY. As the facial information of those participating via Teams wasn't collected, those teachers were instructed to not use a camera (see Attachment 2). The interactive nature of the interviews helped in clarifying interview questions and in improving the aforementioned confidentiality. As the interviewee must be non-identifiable, it was important to discuss with the teachers if they felt they had talked about things that could make it possible for them to be identifiable from the data (see Cohen et al., 2007, p. 401).

6   FINDINGS

In this chapter, the findings of the study are featured. The themes are based on the analysis of the interviews. In Section 6.1, the personalities of the different teachers are explored - how their background affects their teaching, how they self-identify and what role distinctions they make. Section 6.2 details the types of authority the teachers have. Notably, the main themes are about how their methods relate to it, how their authority is respected, how it affects their interaction at work. Section 6.3 features the teachers' notions on how they develop their authority, and on their ability to use reflection. This includes how it helps them work better and what types of reflective processes they use.

It's important to note, that in all sections, the teachers either describe themselves or reflect on themselves. Even the way they reflect can be a result of years of reflective thinking. As the different interview quotes, or examples, are presented, it's important to note that they are edited to some extent. Speech errors and unnecessarily repeated words are omitted. These quotes are in Finnish and were also translated to English by me.

6.1   How do teachers conceptualize their role and identity?

Identity

The teachers universally identified as teachers of their respective subjects. The influence of teacher education was described as a source of pedagogical models, ideals and critical, even scientific thinking skills. Hilma and Anssi pointed out, however, that practical work life experience taught as much about education as formal teacher education. Anssi found, that in his early work experiences as a class teacher functioned as additional teacher training, or workplace learning.

Mona found that the very concept of how a profession is seen as a calling is somewhat controversial, as it had to do with how a person has to also make a living, while supporting their well-being. To an extent, though, she'd embrace the aspect of teaching as a calling as she'd get personal fulfilment out of it, which is perhaps what all people crave.

Example 1.

Mona: Jos ajatellaan, että tekisinkö tätä ilman palkkaa, niin silloin ei ole kutsumusammatti. Jotkut ymmärtävät tämän kutsumusammatin sillä tavalla, että saanko lasten ja nuorten kanssa työskentelystä onnistumisen elämyksiä, positiivista kokemusta, niin ilman muuta pätee omalle kohdalle. Se kutsumusammatin käsite on vähän problematisoitunut.

Mona: If I were to think that I'd get no pay from my work, then I wouldn't have a calling for it. But some do understand professional calling as "do I get positive experiences from working with youngsters", and that's something I can get behind. But I just think the term of vocation is a bit problematic.

The teachers described themselves as having more or less a calling for their work. Some, like Meri and Hilma, had wanted to work with children and youngsters. Then with Peppi, Mikaela and Anssi the route to working as educators came through other endeavours, which led to them being able to combine their passions with their teaching. Pia sees that her motherhood has a lot to do with how she wants to teach. Identifying as an ethically and morally just teacher was also prevalent. The importance of being available to learners, being skilful and sensitive in listening and the ability to cater to the needs of all kinds of students were some of the virtues of a teacher.

In terms of interaction, mutual respect and emotional skills were seen as helping create the appropriate educational atmosphere. This atmosphere was also about how you function as part of a team in school. All the teachers valued the possibilities of teacher cooperation, as it had provided them with

opportunities to reflect on their work, curriculum, pedagogical tools and methods.

Role modelhood

All of the teachers considered themselves to act in a teacher role while working. This includes the notions of duty, as the teacher needs to be an expert, being responsible for their students' learning and safety, and perhaps holding up the image of a dependable adult, and a knowledgeable professional. Peppi pointed out how they can have multiple personal roles that can either be bound to certain environments, or come up in unexpected places, perhaps in relation to the strength of the role.

> Example 2.
>
> Peppi: Minulla on opettajarooli [luokassa], se on eri kuin mitä minä olen vaikka kavereiden kanssa. Opettajan rooli on osa minua, sen huomaa jos vaikka joskus jossain bussissa joku yläkouluikäinen käyttäytyy huonosti ja joutuu sanomaan, miten käyttäydytään. Sellaisessa tilanteessa se opettajan rooli puskee esille.
>
> *Peppi: I possess the role of a teacher, and it's different from who I am with my friends, for example. That teacher role is a part of me, apparent in how one time there was a poorly behaving teenager in a bus that I rode on, and then I was there to instruct them on how to behave. In those kinds of situations I go into teacher mode.*

Present in the answers was a method of using descriptive titles to describe what the role of a teacher should be, with personality being an influence. Mikaela and Hilma characterised their roles as being someone who supports and inspires, while Anssi used the example of a referee to demonstrate, how rules matter in his class very much. Pia highlighted that first and foremost, she's a kind of a

mother as a teacher. Peppi, too, highlighted the importance of being an upbringer, someone who's in charge of everyone playing by the same rules. With Meri, teacher's role had to do with being a guide for how the students learn and what actions are taking place in class. Mona defined herself as someone who uses her various competences to look at things outside the box. From the view of a few of the teachers, their gender had an influence in their status, authority and role. Particularly, to be a female educator came with certain curiosities that make a difference when working with children and youngsters.

In terms of authority, a teacher who's a woman may not get through to some students. Mikaela noted, that while her authority, which stems from plenty of emotional support, works with some students, others would not listen to her much as she's a woman, while the male headmaster would easily get his point across to the same students. The gender of the students may be a factor, as well.

Example 3.

Mikaela: Tietyt poikaoletetut oppilaat jättävät täysin huomiotta naisen puheen. Niitä ei ole montaa, mutta tulee tunne, että sanallani ei ole painoarvoa. Silloin ei tiedä, miten lähestyä ja mietityttää, mikä mättää. Olemme reflektoineet tätä naisopettajaporukalla – on tapahtunut jotain, kun tällaista ei ole ennen ollut yhteiskunnassa.

Mikaela: Some male-assumed pupils completely disregard a woman who's speaking. There aren't many of these cases, but this makes me feel that my word carries no weight. Then I just don't know how to approach them, making me wonder why. This didn't use to be a thing, and it feels like something's happened on a societal scale, as I've reflected with my female teacher colleagues.

As the way students identify their teachers in various ways, what a teacher's presence really is can have surprising meanings to some students. As further proof of how gender affects teacher identity, Mona's reflections raised up the point of how female teachers can be the target of maternal identification.

Example 4.

Mona: Naisopettajana saattaa törmätä siihen, että oppilas hakisi äitiä. Tähän voi liittyä se, että oppilas tunnistaa minut turvallisena aikuisena, jota ei kotoa löydy, jolle sitten voi purkaa esimerkiksi tunteitaan, kiukkuakin.

Mona: As a female teacher, you may come across students who think of you as a mother. This may be connected to how that student recognizes me as a safe adult, that isn't found at home, to whom they then can vent their emotions, fits of anger, even.

This brings up the importance of how schools are meant to provide children and youngsters with dependable role models, which can then carry on to how they interact with other people, and how they act with their parents, too. Warmth and openness and the opportunity to talk to anyone would thus be an important feature of school environment. Mona further connects the presence of different role models in school to gender, as she finds that both different female and male teachers are a richness, but a quota of specific genders in schools isn't perhaps necessary to achieve this.

Example 5.

Mona: Koulussa pitäisi olla hirveän erityyppisiä opettajia, koska oppilaitakin on erilaisia. Joku oppilas voi tarvita tietynlaisen aikuisen, kehen hän saa helpommin kontaktin. Puhutaan siitä, että miesopettajiakin tarvitaan, koska hekin ovat roolimalleja monille lapsille ja nuorille. Mutta pääasiana on, että sukupuoleen katsomatta olisi monenlaisia ihmisiä.

Mona: There should be a lot of different types of teachers in schools, as the students are all unique. Some may need a specific type of an adult, with whom they can get along. It's a common talking point, that male teachers are necessary, as they, too, are role models for many kids. But the main point is, that there should be all kinds of people in schools, without a special focus on gender.

The importance of being a role model while in a position of authority is further exemplified by Anssi's reflections. He notes that in his class there are some immigrant students, he feels he's got the responsibility to uphold equality and anti-racism. Thus, his role is to uphold society's values and project them onto the classroom.

> Example 6.
>
> Anssi: Kurinpitotilanteissa pitää malttaa olla se cool erotuomari, eikä lähteä tunteilemaan. Esimerkiksi vihapuheen suhteen tulee sanottua, että "noin ei sanota". Siinä näkee, että tätä työtä tarvitsee tehdä. Tuntuu, että on porukkaa, jotka kokevat olevansa jollain kotiseutuedulla.
>
> *Anssi: In moments where I need to do disciplinary action, I need to be that cool referee, and not get carried away by emotion. Like, with hate speech I tend to exclaim "you don't get to say that". This shows me that this is the kind of work that needs to be done. I get the feeling that there's some students who think they have some sort of home advantage.*

6.2   In what bases of power is teacher authority manifested?

What the teachers found meaningful about their authority

The teachers all considered authority to be an inherent element of their teacherhood, something that connects to all aspects of their work life. A sustainable authority was deemed to have its basis in successful interaction between a teacher and a student, where knowing your students and their pedagogical and emotional needs is important.

Proper tools facilitate teacher authority. The teachers considered that proper content knowledge, such as having a solid grasp of the learning material,

pedagogical research and the use of their individual learning methods help them cooperate with their class. In turn, a knowledgeable teacher with a unique personality is what helps students form a stronger interactional bond with their teacher. This can, sometimes, create challenges with how the students are accustomed to a certain type of authority. For example, Anssi pointed out that if he was sick and had a substitute teacher in charge of his class for the day, the different teaching style of said substitute would be rejected by some, perhaps.

Rewards and punishments were something the teachers had varying opinions and about. This topic also brought up how individual the different solutions that go into making the class rules functional are. Mikaela, Meri and Hilma both talked about how their modes of interaction and styles of teaching overcome the need for a comprehensive reward/punishment system. Particularly in subject teaching, Meri's experience was that since content and how the students learn it is her responsibility, it's rather the class and/or homeroom teacher who's the 'upbringer', i.e. instructing the students on how to behave.

Example 7.

Meri: Auktoriteettini ei tule rangaistuksista, kun opetukseni on hyvin järjestelmällistä ja aikataulutettua. Yritän parhaani mukaan pitää huolta, että kaikenikäiset oppijani ymmärtävät kokonaistavoitteet ja miten niihin päästään. Aktiivisuudesta annan kyllä positiivisia merkintöjä, Wilman kautta. Oppilaat kilpailevat myös tunneilla siitä, kuka saa vastata.

Meri: My authority doesn't come from punishments, as my teaching is very structured and scheduled. I do my best to have my students of all grades understand the overall goals of the lessons, and how we can achieve them. I do give positive notes to my students based on active lesson participation on Wilma. The students also compete on who gets to answer on my lessons.

Anssi's practices were about being present for all his pupils and being supportive, and he also utilised a meter that's visible to the class. In said meter,

scores for the pupils would be set in accordance with their behaviour on a given school day, as a reminder of how they're doing. Peppi, then, was in between these types, noting how while a part of her authority does come from appropriate rewards and punishments, it's discretion and analysing the different situations objectively that come first.

Wilma, which is a web-based platform for administrative and messaging purposes used in Finnish education, was one of the tools the teachers found helpful as a part of their work and authority, too. It enabled them to register both their students' successes and misdemeanours, with the premise that you need to interact with your students in real life, too, finding the root cause for learning problems, for instance. Mona noted that she uses Wilma to construct a narrative of what things were taught in her class, while also detailing how well the course contents of her class are learned, complementing her expert base of power.

Example 8.

Mona: Täytän luokkakohtaista päiväkirjaa Wilmaan. Sinne voi kirjata omia havaintoja ja pohdintoja oppitunneista. Kirjaaminen on lyhyttä, jotta asiat eivät puuroutuisi. Tukee siinäkin, että kun [aineenopettajana] on paljon ryhmiä, niin pystyy erittelemään, missä mennään.

Mona: I fill out a course-specific diary in Wilma. You can type your insights about a lesson there. I keep it brief, as to not make it too cramped up. It also supports me [as a subject teacher], as I have plenty of different student groups.

Teachers comparing themselves to colleagues

The teachers were asked if they consider themselves to have authority that's different from other teachers they're working with. In general, the teachers didn't find it meaningful to actively compare themselves to other teachers and their colleagues – who gets to be the top dog in their respective work environments wasn't seen as the point. Peppi noted that she doesn't simply use time on looking

for differences in her and her peers' authorities, while Anssi found that he has approximately the same kind of authority as his peers.

However, the different authority influences that the social constructs found in schools were rather a bountiful source of reflection, or self-inspection. Mona particularly considered this to be the case when asked how her authority would differ from her coworkers'. Also, the way different teachers collaborate in schools were beneficial for their everyday work, such as with Meri, as she'd reflect on educational topics with her work friends.

As an example of an abstract source of external authority that affects their work, Mikaela pointed out that since her work is about fostering creativity in her students, the power of fear is ever present. Some students may give in to the fear of failure, or to different emotional aspects that come into play when developing self-expression skills, as visual art education is a very involved process for learners. As a teacher, Mikaela feels that she needs to help the students overcome that fear. Peppi noted how strong the power of fear can be, too, as part of her thoughts on how it's important to not be a teacher that is the source of fear for students, as it can make them not share their thoughts with said teachers.

Example 9.

Mikaela: Olen huomannut, että jos en saa oppilaita rohkaistumaan, niin pelko voi olla heille hirmu iso rajoite.

Mikaela: I've learned that if I'm unable to encourage my students, fear can become a big obstacle for them.

Sometimes, it's not the teacher that has authority over students. Schools are full of complex social hierarchies and abstract power structures that affect the pedagogical success of every teacher. The authority of fear is one example of this. The previous example thus highlight the teacher as an individual that can steer students away from the fear of failure.

How the teachers' authority manifests itself in bases of power

With Mikaela, Anssi, Hilma and Pia, the referent authority types were the most prevalent, while for Peppi, Meri and Mona it was the expert one. Peppi draws on a methodology of going by the book, using a straightforward, pedagogical approach, which is reflected in her notions of how she'd deal with the different cases, for example. This expert/position authority combination is sometimes coloured with mentions of how she aims to use positive reinforcement, bringing a bit of the referent authority type to the mix as well.

> Example 10.
> Peppi: Jos ei olisi auktoriteettia, niin se homma ei toimisi. Auktoriteetti näkyy oikeastaan kaikessa, mitä tehdään. Tykkään olla oppilaiden kanssa, vitsailla ja pelleilläkin välillä ja olla oma itseni. Mutta siinä on aina tietty auktoriteettiasema niihin oppilaisiin suhteutettuna.
>
> *Peppi: Without authority, things just wouldn't work. I do like to be myself and, maybe crack a few jokes with the kids sometimes. But there's always a certain position of authority in relation to the pupils.*

Mikaela has a predominantly referent power base, while her knowledge in her subject also brings up some expert authority. It shows that she teaches with love and care, which is apparent in her way of interaction. Then, with pedagogical and content-oriented skill, she can facilitate learning that's required from her students.

> Example 11.
> Mikaela: Minun auktoriteettini tulee tuosta hyvästä ja hyvän huomaamisesta oppilaissa.

Mikaela: My authority comes from seeing the good in my students.

Example 12.

Mikaela: Kuvataiteessa ei ole oikeaa tai väärää vastausta. Se on rikkaus, mutta toisaalta tuota asemaa voisi käyttää tosi pahasti väärin.

Mikaela: As I teach a subject where there's no right or wrong answers, I think there's a lot of good potential in art. But you need to be really careful to not abuse that power.

Anssi's authority type is mostly referent, evident by how his students have grown accustomed to him. A secondary base of power is the reward one, as he used specific systems for rewarding the students on good behaviour. While punishments were also a part of this system, he doesn't really align with a coercive base of power. In his class, the ramification for misbehaviour was a pedagogical talk; 'heart-to-hearts' with the students, and thus the ostensible punishment was still about strengthening the teacher-student relationship and mutual respect.

Example 13.

Anssi: Uhkaaminen ei auta, itse koittaisin halailla hengiltä, eli hyvällä kaivaa sitä oikeaa käytöstä.

Anssi: Threats are of no use, my method is to 'hug them to death', which means to bring up the correct behaviour through good'.

Example 14.

Anssi: Olen ollut kaikille "ope" tai "opettaja", eli minua ei puhutella etunimellä. Sama, kuin armeijan herroittelu. Olen siinä tietyssä roolissa.

Anssi: To all my learners, I'm "teacher/mr.". Same as in the army you'd call your superior "sir". My purpose is to be in that specific role.

Meri has high expectations of her students, and she, too, strives to be a very knowledgeable teacher. A combination of expert and informative authorities are most appropriate for her. This is due to how she finds that her authority comes from both the students respecting her knowledge and how her methods create good results.

Example 15.

Meri: Auktoriteettini kunnioitus näkyy oppilaiden ja huoltajien luottamuksena ammattitaitoon ja osaamiseen.

Meri: My authority is evident by how my students and their parents/legal guardians trust my expertise.

Hilma has mostly referent authority, as her students' well-being and educational success is tied to how she interacts and notices them individually. Evidently, her authority is also the result of continuous effort. With constant work put into interaction, she essentially makes her students learn that you can go far in life with the right attitude.

Example 16.

Hilma: Kaiken lähtökohta on ilmapiiri ja vuorovaikutus. Se on lämmintä, mutta pidetään sovituista säännöistä kiinni.

Hilma: It all comes from the warm atmosphere and interaction that's being worked on in my class, while the established rules are to be upheld.

Mona has expert and reward authority, since she's all about having her students learn, while she also uses motivational rewards to accomplish that goal. Her

expertise is evident from how her students get good results. Expertise and rewarding are then tied together when the educational methods, such as a gamified reward system, are pedagogically justified.

> Example 17.
>
> Mona: Historiassa on hyvin tärkeää, että oppilaat lukisivat. Olen kehittänyt visailukilpailun, jossa on karkkipalkinto ja oppilaat tykkäävät siitä. Vaikkei itselle osuisikaan se palkinto, niin se, että kilpailu on tunnin elementtinä, on heille motivoivaa.
>
> *Mona: In history it's very important that the students do reading. I've made a quiz, with a candy prize and the students dig it. Even if they didn't win, they'd still find the presence of a competition motivating.*

Pia's authority was something she considered to come from her naturally. However, she'd also use specific tactics to teach, such as using her own life experiences, different stories and sensitive interaction to support all kinds of students. Pia is somewhat similar to Hilma in this regard, with a key distinction being that Pia likes to rely more on her life experience and the fascination it brings to her students.

> Example 18.
>
> Pia: Riittää, että ope on kuunteleva ja välittävä aikuinen, joka tekee parhaansa oppilaiden oppimisen eteen ja joka luo turvallisen olon oppitunneille.
>
> *Pia: It's enough that you're a caring adult who's got their ears open, doing your best for the students' learning and creating the feeling of safety for the lessons.*

In Table 5, the teachers' different authority types and examples are described.

Participant	Most prevalent authority type	Secondary authority type	Examples
1) Peppi	Expert	Position	- Notes how her teacher authority is respected by parents - Learning and clear role distinctions are important, although likes to sometimes show her personality, such as making a few jokes
2) Mikaela	Referent	Expert	- Sees her authority coming from positive interaction and seeing the good in learners - Notes that in her subject you have the potential to abuse your position as there are no right or wrong answers; teacher has a lot of power in where to direct expertise
3) Anssi	Referent & Position	Reward	- Positive but robust attitude to teaching, role distinctions with the use of titles - Reward system where the better you do, the higher your score on the board, with themed lessons like movie time as reward for the class
4) Meri	Expert	Informative	- Constantly good learning results - Trust from students and their legal guardians
5) Hilma	Referent	Position	- Warm, sensitive and dialogic teaching methods - Clear role and responsibility distinctions in class
6) Mona	Expert	Reward	- Learning as the main objective - Reward system for motivation - Good feedback strengthens authority
7) Pia	Referent	Informative	- Motherly and caring but also strict when necessary - Way of connecting with students draws from personal life experience and stories

Table 5. "Participant authority types."

6.3   How does a teacher reflect as part of their work?

The interviews highlighted that teachers learn from their work and how classroom interaction depends on their input. The importance of reflection was prevalent, as teachers would do it during a lesson, after lessons, and after a workday, pondering on the different situations and how things should be done correctly.

Reflection-in-action

In all the teachers' responses, reflection-in-action appeared as a method of evaluating how well their pedagogical approaches and learning material of choice worked during a lesson. Planning was an important aspect of how much reflective thought can be done during a lesson. Anssi, for example, noted that lesson plans, even if they're brief, are the cornerstone of a teacher's work and can open new possibilities.

> Example 19.
> Anssi: Kun on pläni, niin voi muuttaa, soveltaa ja soheltaa.
>
> *Anssi: When you've got a plan, you can then change things up, apply things and kind of mess around.*

Even failures during a lesson can be seen as important moments of learning, as with sufficient self-inspection, the teachers saw that you can develop yourself. For instance, Anssi, considered that it's a chance to look in the mirror – to search for the root cause. Meri thought that by actively observing the class and interacting with the students you can gain important information on how the students are doing - how your teaching works with those particular individuals.

Example 20.

Meri: Keskustelen tunnin aikana, tuottaako jokin asia vaikeuksia. Jos huomaan, että käy näin, niin yleensä lisään harjoituksia ja kertausta.

Meri: During a lesson, I discuss if something causes challenges. If that's the case, I'll then usually increase the amount of exercises and rehearsing.

Meri particularly considered smaller groups good for this type of teaching, where she could have a lot of educational discourse with the students. This created a loop where the students learn well, which further supported her authority in the process.

In-action during a workday, the teachers' reflective thought processes were mostly in the domain of TA + ACEI (Table 2), as they'd have many responsibilities and work tasks that limited their reflections to more imminent phenomena. During a day of teaching, it was seen as more beneficial to do notes as much as possible on the challenges that you face as a teacher, but there's simply not too many resources to analyse them much – however, these observations can then be very helpful in teacher meetings where important decisions on school policies are made. Even the more free-form discussions at breaks with a few colleagues can be a very efficient method of breaking up different challenges, as you're reflecting on them with peers who understand the contexts.

Reflection-on-action

This brings us to how deeper forms of reflections can help teachers develop in their field of expertise. When reflecting on their work, the teachers' reflections were at around TA + ACEI + CF (+ VC) level, although this didn't form from

any singular reflection, but rather from a long line of habitual thought processes. With enough time, the teachers could form reflections that were more detailed.

Example 21.

Pia: Monesti päivän päätyttyä mietin, olinko hyvä ihminen tänään.

Pia: Often, at the end of the day, I think "how good of a person was I was today".

The level of self-improvement through reflection (TA + ACEI + CF + VC) appeared to some extent in the teachers' answers, particularly in connection to scientific and pedagogic expertise. This, in turn, required experience – the teachers with more years under the belt considered their long-lasting reflectional thinking to have helped them in renewing themselves as teachers.

Example 22.

Peppi: Se toki kehittää sitä omaa työtä, kun reflektiota on jatkuvasti.

Peppi: It helps me improve the way I work when there's constant reflection.

It's important to note, that when asked about whether or not they considered their teacher authority to be a subject of their work-related reflectional thought, the teachers didn't find it a very common theme. It's notable, that the pedagogical and interactional side of their work was the biggest focus of their reflectional work. This shows us, that teachers are quite intellectually engaged in their work.

7   DISCUSSION AND CONCLUSION

Discussion

Identity. Self-identification was a key dynamic in how the participant teachers fleshed out their professional background. All the teachers considered that they had the identity of a teacher. Present was also a hint of an ability to differentiate multiple personal identities that adhere to the situations and social environments that call for a certain, inherent identity to emerge. Formal education was seen as an important factor in the construction of teacherhood. Similarly, in Koski-Heikkinen's (2013) research, teachers were seen as having similar qualities as well. Namely, in the minds of teachers, the sense of self was something that'd be in a state of balance.

   Role. The role of a teacher was something the participants saw generally as an upholder of goodness. In their interaction with students, elements of sensitivity and care and the presence of democracy were key factors in what they wanted to stand for as teachers. The role of keeping democracy intact was also apparent in one teacher, as they'd sometimes need to alleviate racial tensions. This brings us to how teachers have an important role in preparing their students for the way society works, which was apparent in the study by Dirsa et al. (2022) as well. With a few of the teachers, this warm interaction was something they wanted to keep to a certain limit, in an effort to differentiate their work role from the other roles they have in life. Role, much like identity, is dependent on how others view an individual as well. This was exemplified in the interviews, as two of the teachers noted that due to their gender, they are seen differently from the students' viewpoint, affecting their authority as well.

   Authority. When comparing the descriptions and reflections the teachers had of their authority in the classroom to the bases of power, the key takeaway was that referent and expert bases of power applied most to the teachers, meaning that their authority stemmed from an educational atmosphere in class

where the teacher helps establish not only a connection between the subjects and the learners, but also by skilfully interacting with the students and helping everyone get along better. This is in line with Gordon's (2006) description of an objective, good teacher, who's truly interested in the student, focusing on their needs in teacher-student interaction. And then, once a student's had enough pedagogical support, the figurative training wheels are no longer needed. The position, reward and informative types of authority were also applicable to a few of the teachers, highlighting that teachers always have their individual solutions and a personal manner of teaching. Much like the findings by Pelkonen (2023), teacher authority is constructed around the pedagogical choices by the teacher, while teachers overall can have "an endless number of different kinds of authorities", as noted by Räsänen (2021, p. 68).

Reflection was seen as an important method for the development of a teacher's professional competence. Reflection as a process used by the teachers had two different kinds of occurrences – reflection-in-action and reflection-on-action. The reflectional thinking that happened during a lesson aided the teachers in changing their lessons when necessary, being an indicator that authority can sometimes be flexible. Then, between lessons and after a workday, when the teachers would think about their work and discuss certain aspects of it with peers, they'd essentially invest in their professional development, as well as improving the way they have authority in class in the long run. Similarly, Iqbal (2017) notes that teachers have skills for reflection but little time, and that schools as workplaces house many types of teachers, partially as a necessity for the quality of teaching. The authority of a teacher isn't established easily – it requires interaction with everyone at school. As Sahlberg (2015) states, reflectional thinking can help teachers stay on the correct route to maintaining, even developing the kind of authority that's beneficial to their and especially the students' well-being, bringing out the best in them.

Conclusion

Teachers like to think about themselves, how they work and how they've become the kind of person they're today. As authority is an inherent part of their profession, it's beneficial to be able to inspect it and the different interactional dynamics found in the classroom. Fulfilling a certain role is important, as students need someone to look up to. Identity is necessary for conceptualising who and what you are as a teacher, and since it also has to do with how different people identify with you and what they identify you as, identity is very much tied to the social environment you're in, being the result of an interactive process. Then, why role and identity are important in relation to the different authority types? On the notion that authority is nothing without interaction, it's crucial that teachers are holistic as human beings. By this I mean that if some crucial elements that are necessary for good teaching were to be missing, such as health issues, their work would ultimately suffer from it.

In my research, authority is seen as somewhat tying to the process of reflection, but even more reflection has the suggestion of being a solution to keeping teachers on track. Even if the teachers I interviewed had a very clear view of how they use their authority for justifying pedagogical ends, it seems that reflection is part of that life-long learning that can help keep the authority on track.

Even if the prospect of developing their pedagogical authority as a teacher wasn't prevalent from the findings of my study, the teachers presented a strong willingness to develop professionally, and also as human beings. This includes a dynamic of self-evaluating how others react to what you say, how you do things and ultimately, how you teach. Thinking about the self is in the best interest of teachers, as it helps them renew themselves for working with new kinds of learners. This way, teachers aren't an absolute power with the purpose to ruler over others, but to help them learn better, becoming the person they're destined to be in life.

Reflecting on my own research

It was interesting, that with the interview answers, some of the teachers had detailed their reflections in, for example, at the very first questions, which were centered more on personality and identity. With the case interview portions, the ways that the teachers faced the questions were very multifaceted. Some pondered more about their authority, while others tried to approach the cases by comparing them with similar experiences they had. It's possible, that the cases could've been even more specific.

What was perhaps a key misgiving in the way the interviews were conducted was while the teachers liked to talk about how they reflect on their work, the aspect of how they reflect on their teacher authority specifically could've been explored more. Perhaps, it would've been a matter of rephrasing, as terminology in interviews needs to be specific but simple, to the point (Cohen et al., 2007, pp. 400-401). Ultimately, it wasn't clear, how much teachers reflect on their authority in particular, whereas in the study by Hallikainen and Komu (2015) reflection was seen as a key factor in how teachers develop their authority.

The age of the participant teachers is something that could've been explored more. Hallikainen and Komu (2015) note that as their participants had many similar personal qualities, the age factor, much like experience, didn't make much of a difference. Still, they considered experienced teachers to think more of their age in relation to how they'd developed their authority. The juxtaposition of novice and senior teachers could've proved an interesting viewpoint for my research in retrospect.

The notion of gender is perhaps something that's not particularly significant, but rather the way some of the teachers wished to highlight it was interesting. This reflection wasn't that much about why certain genders would have more authority, but as some of the female teachers wanted to make a point about how there's a difference, it's clear that inequality in today's education is still something that needs to be worked on.

Fear and its influence in school was something that I feel I would've included more in this research. According to Stein and Stein (2008), as an emotion, fear isn't particularly important to the topic of my thesis, whereas the concept of fear of authority, which is characterised as a feeling of anxiety that comes from being subjected to a strong authority figure, could've been an interesting topic of research. Alternatively, the participants of this research could've been asked if they feel they have students that have this type of fear.

According to Günther and Hasanen (2024), the proper formation of research questions and tasks revolves around selecting a topic or phenomenon that is specific – overgeneralization, for example, is something that should be avoided. In this light, I believe the research questions in my study were useful in influencing what type of data collection is most useful to the research.

Future research

Metsäpelto et al. (2021, pp. 166-168) describe a process model of a teacher's multidimensional competence, which includes 5 categories: content knowledge, cognitive skills, personal skills, interaction skills and professional well-being. They found that in contemporary teacher training, pedagogical skills and content knowledge stand out the most as features that are required from a teacher student. These proficiencies are then supplemented by interaction skills. However, authority wasn't mentioned even once. Thus, the way authority and the reflective processes that are connected to it should perhaps be notified more in teacher education.

In teacher students, the orientation of reflective thought, or what the student should learn from their reflections, is in turn something that requires more development, as pointed out by Kostiainen et al. (2023). As in my study, where reflection is seen as an acquired skill, it's highlighted how teacher students are still learning about how to use reflection to tackle professional challenges. I'd suggest that teacher authority could be one of those orientations of reflection.

Concerning teachers' reflectional practices and the way it can help them develop professionally, Reeves (2018, pp. 5-7) suggests that critical reflexivity, which "requires teachers to examine their own roles in shaping the context and the identity options of others" should be used as a tool in teacher education programs. Experienced teachers, too, could try and imagine their learners' new identity possibilities through forms of self-expression.

The particular methods of reflection that could help teachers develop their authority and strengthen it could be studied further. Such research could be, for instance, implemented by analysing journals that teachers use for reflecting on certain aspects of their authority, as Niiranen (2022, p. 26) points out that long-term studies on student reflections could help us see what students find meaningful in their studies, for instance.

Reliability

As per the code of conduct for research integrity (RI) by the National Board on Research Integrity (TENK, 2023), reliability, honesty, respect, and accountability are the basic principles of RI. I adhered to these requirements at all times in my research, with the aim of guaranteeing the reliability of my thesis.

The aspect of using 3 different types of interviews is something that may have affected the reliability of my thesis. Hence, the importance of viewing all interviews as social encounters, where each interview is a separate exchange, not only of information, but where the context and meanings of different things are the important thing that should be mutually clear, and where misunderstandings can be rectified with interaction (Cohen et al., 2007). Interaction between different studies is as important, as well. Concerning the confirmability of my findings, by comparing the main findings to findings of other studies that concentrated on the same topics, critique for my research was provided.

In terms of the transferability of my findings, Eskola and Suoranta (1998) note that the data and findings made from it influence it. I didn't bring the

transcriptions or conclusions I made from the interview data back to the participant teachers for reviewing, but even if this is something I could've carried out, this procedure isn't necessary, as there's uncertainty in whether the participants can see themselves or their personal circumstances from an objective view, as the intention is. To strengthen the transferability of this study, it was necessary that the respondents were teachers I selected from different parts of Finland. This way, the respondents didn't represent a singular region. Then, by focusing on certain types of teachers, the selection was narrowed down, to establish a more specific context.

While some teachers worked in multiple positions, the most important condition was that all the participants need to be working in primary education (primary school and lower secondary school). This way, all the participant teachers had something in common, while their differences made it possible that the data could represent a wider range of teachers that work in Finnish schools. Vuori (2024) emphasizes that it's more important to have quality over quantity. In qualitative research the researcher should thus be mindful of what kind of data is to be expected from certain types of participants. This is important for the reliability of analysis, too. The aim of the analysis was to form conceptualizations in a way that any other researcher could also make the same conclusions as I, as Eskola and Suoranta (1998) point out.

REFERENCES

Alasuutari, P. (2004). *Social theory and human reality*. SAGE. ISBN: 0-7619-5165-2

Alasuutari, P. (2011). *Laadullinen tutkimus 2.0 (4. uud. p.)* [Qualitative Research 2.0 (4th ed.)]. Vastapaino.
https://jyu.finna.fi/Record/jykdok.1184663?sid=4186360179

Arnkil, M. (2019). *"Mehän opimme enemmän kuin lapset": Opettaja dialogisena auktoriteettina* ["We Learn More Than the Kids": The Teacher as a Dialogical Authority]. Tampere University.
https://trepo.tuni.fi/handle/10024/105506

Beauchamp, C. & Thomas, L. (2009). *Understanding Teacher Identity: An Overview of Issues in the Literature and Implications for Teacher Education*. Cambridge Journal of Education 39(2): 175–189.
https://doi.org/10.1080/03057640902902252

Bell, A., Kelton, J., McDonagh, N., Mladenovic, R. & Morrison, K. (2011). *A Critical Evaluation of the Usefulness of a Coding Scheme to Categorise Levels of Reflective Thinking*. Assessment & Evaluation in Higher Education, 36(7), pp. 797-815. http://dx.doi.org/10.1080/02602938.2010.488795

Cambridge Dictionary. (2024). *Meaning of Authority in English*.
https://dictionary.cambridge.org/dictionary/english/authority
[Referenced in 16.3.2024.]

Cattaneo, A. A. P., & Motta, E. (2021). *"I Reflect, Therefore I Am… a Good Professional". On the Relationship between Reflection-on-Action, Reflection-in-Action and Professional Performance in Vocational Education*. Vocations and Learning, 14(2), 185–204. https://doi.org/10.1007/s12186-020-09259-9

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge. ISBN: 0-415-37410-3

Cosentino, M. (2013). *Case in point: Complete Case Interview Preparation* (8th ed.). Burgee Press. ISBN: 978-0-9710158-8-3

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the education process*. Boston, MA: DC Health.

Eskola, J., & Suoranta, J. (1998). *Johdatus laadulliseen tutkimukseen* [An Introduction to Qualitative Research].Vastapaino. ISBN: 951-768-035-X

Eskola, S. & Kekki, R. (1997). *Haluatko lapsellesi vitsikkään opettajan? Vanhempien rooliodotuksia luokanopettajaa kohtaan* [Do You Wish for a Humorous Teacher? Parents' Role Expectations for Class Teachers]. Master's thesis in Education. University of Jyväskylä, Chydenius Institute. https://jyx.jyu.fi/handle/123456789/10619

Esmaeili, Z., Mohamadrezai, H. & Mohamadrezai, A. (2015). *The Role of Teacher's Authority in Students' Learning*. Journal of Education and Practice, 6(19). https://files.eric.ed.gov/fulltext/EJ1079519.pdf

European Commission. (2007). *Communication from the European Commission to the European Parliament: Improving the Quality of Teacher Education*. Brussels. https://op.europa.eu/en/publication-detail/-/publication/1470f875-50bb-4331-a41d-9f1783d1b09c/language-en

Fadjukoff, P. & Kroger, J. (2016). *Identity Development in Adulthood: Introduction*. Identity: An International Journal of Theory and Research, 16(1), pp. 1-7. https://doi.org/10.1080/15283488.2015.1121821

Finnish Defense Forces. (2022). *Johtajan käsikirja 2022.* PunaMusta. ISBN: 978-951-25-3257-5. https://puolustusvoimat.fi/documents/1948673/105354831/PEVIESTOS _JOHT_KK_2022.pdf

Finnish National Agency for Education. (2016). Perusopetuksen opetussuunnitelman perusteet 2014 [National Core Curriculum]. Helsinki: Next Print Oy

Finnish National Agency for Education. (2024). *Perusopetukseen valmistava opetus* [Preparatory Education]. https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetukseen-valmistava-opetus [Referenced in 21.4.2024].

Fisher, Y. & Fanyo R. R. (2022). *Parents' Perceptions of Teachers' Authority and Parental Involvement: The Impact of Communality*. Front Psychol. https://doi.org/10.3389/fpsyg.2022.908290

Forsyth, D. R. (2010). *Group Dynamics*. Belmont, CA: Wadsworth Cengage Learning. ISBN 978-0-495-59952-4.

French, J. R. P. & Raven, B. H. (1959). *The Bases of Social Power*. In Cartwright, D (ed.). Studies in Social Power. Ann Arbor, MI: Research Center for Group Dynamics, Institute for Social Research. pp. 150–167. https://www.researchgate.net/publication/215915730_The_bases_of_social_power

Fund, Z., Court, D., & Kramarski, B. (2002). *Construction and application of an evaluative tool to assess reflection in Teacher-Training courses*. Assessment and Evaluation in Higher Education, 27(6), 485–499. https://doi.org/10.1080/0260293022000020264

Green, Z. & Molenkamp, R. (2005). *The BART System of Group and Organizational Analysis*. Uppsala University, Department of Information Technology. http://dx.doi.org/10.13140/RG.2.1.2488.5929

Gronold, D. (2010). *Identity Matters*. Waxmann. https://doi.org/10.31244/9783830973799

Gordon, T., & Savolainen, M. (translation). (2006). *Toimiva koulu* [Teacher Effectiveness Training]. LK-kirjat. ISBN: 9516275877

Günther, K. & Hasanen, K. (2024). *Tutkimuksen suunnittelu*. [Research Planning]. In: Jaana Vuori (ed.) The Qualitative Research Methods Handbook. Tampere: Finnish Social Science Data Archive [service provider]. https://www.fsd.tuni.fi/fi/palvelut/menetelmaopetus/. [Referenced in 25.01.2024.]

Hall, S. & Du Gay, P. (1996). *Questions of Cultural Identity.* SAGE. https://doi.org/10.4135/9781446221907

Hallikainen, E. & Komu, M. (2015). *Nuorten ja kokeneiden opettajien kokemuksia auktoriteetin rakentumisesta ja kehittymisestä* [Young and Experienced

Teacher's Views on How Authority is Formed and Developed]. Master's thesis in education. University of Jyväskylä. Department of Teacher Education. https://jyx.jyu.fi/handle/123456789/48032

Hanson, E. M. (1976). *School Governance and the Professional/Bureaucratic Interface: A Case Study of Educational Decision-Making.* https://doi.org/10.1177/0042085976113006

Hatton, N., & Smith, D. (1995). *Reflection in teacher education: Towards Definition and Implementation*. Teaching and Teacher Education, 11(1), 33–49. https://doi.org/10.1016/0742-051X(94)00012-U

Harjunen, E. (2002). *Miten opettaja rakentaa pedagogisen auktoriteetin? Otteita opettajan arjesta* [How Does a Teacher Build Up Their Pedagogical Authority? Excerpts from the Everyday Life of a Teacher]. https://jyx.jyu.fi/handle/123456789/74271?locale-attribute=en

Harrell-Levy, M. K. & Kerpelman, J. L. (2010*). Identity Process and Transformative Pedagogy: Teachers as Agents of Identity Formation*. Identity: An International Journal of Theory and Research, 10(2), pp. 76-91. https://doi.org/10.1080/15283481003711684

Hiltunen, J., Ahonen, A., Hienonen, N., Kauppinen, H., Kotila, J., Lehtola, P., Leino, K., Lintuvuori, M., Nissinen, K., Puhakka, E., Sirén, M., Vainikainen, M. & Vettenranta, J. J. (2023). *PISA 2022 ensituloksia* [PISA 2022 first results]. Publications of the Ministry of Education and Culture 2023:49. https://julkaisut.valtioneuvosto.fi/handle/10024/165295

Hyvärinen, M., Suoninen, E. & Vuori, J. (2024). *Haastattelut* [Interviews]. In: Vuori, J. (ed.) The Qualitative Research Methods Handbook. Tampere: Finnish Social Science Data Archive [service provider]. https://www.fsd.tuni.fi/fi/palvelut/menetelmaopetus/. [Referenced in 25.01.2024.]

Iqbal, M. Z. (2017). *Reflection-in-Action: A Stimulus Reflective Practice for Professional Development of Student Teachers*. Bulletin of Education and Research, 39(2), pp. 65-82. https://files.eric.ed.gov/fulltext/EJ1210149.pdf

Jenkins, R. (2014). *Social identity*. Routledge.
https://doi.org/10.4324/9781315887104

Kaovere, N. & Mbaukua, D. (2018). *The Role of Role Play as a Teaching Method on Social Skills Through the Development of English Language of Children at Junior Primary School Level: A Study of The Perception of the Namibian English Language Teachers*. Master's thesis in education. University of Eastern Finland. https://erepo.uef.fi/handle/123456789/20718?locale-attribute=fi

Keiler, L.S. (2018). *Teachers' roles and identities in student-centered classrooms*. IJ STEM Ed 5(34). https://doi.org/10.1186/s40594-018-0131-6

Kolb, D. A. & Fry, R. E. (1975). *Toward an Applied Theory of Experiential Learning.* In C. Cooper (Ed.). Studies of Group Processes. New York.

Kostiainen, E., Aalto, E., Hiljanen, M. & Tallavaara, R. (22.6.2023). *Opettajaopiskelijoiden reflektointiosaamisen kehittäminen* [On the Development of Teacher Students' Reflection Skills]. Journal of University Pedagogy. https://lehti.yliopistopedagogiikka.fi/2023/06/22/opettajaopiskelijoiden-reflektointiosaamisen-kehittaminen/ [Referenced in 7.5.2024].

Kuntalehti. (13.4.2024). *"Nyt koululaisten huoltajina ovat 1990-luvun laman lapset, joilla on ollut paljon sen ajan koettelemuksia, työttömyyttä ja sosiaalisia ongelmia" – Kouvolassa nopean toiminnan joukot puuttuvat käytöshäiriöihin ja rauhoittavat luokan* ["The Legal Guardians of Today's Schoolchildren are Those Born During the Recession of the 1990s, Who Were Faced with Many of the Trials, Joblessness and Social Problems of That Time" – In Kouvola, a Rapid Reaction Force of Guidance Councelors Intervene when There's Conduct Disorders and Calm the Class Down]. Kuntalehti. https://kuntalehti.fi/uutiset/opetus-ja-kulttuuri/nyt-koululaisten-huoltajina-ovat-1990-luvun-laman-lapset-joilla-on-ollut-paljon-sen-ajan-koettelemuksia-tyottomyytta-ja-sosiaalisia-ongelmia-kouvolassa-nopean-toiminnan-j/ [Referenced in 21.4.2024].

Lazarides, R., & Warner, L. (2020). *Teacher Self-Efficacy.* Oxford Research Encyclopaedia, Education. https://doi.org/10.1093/acrefore/9780190264093.013.890

Lee, H. H. (2005). *Understanding and Assessing Preservice Teachers' Reflective Thinking*. Teaching and Teacher Education, 21, pp. 699–715. https://doi.org/10.1016/j.tate.2005.05.007

Linqiong, L. & Jiaqiang, H. (2021). *Understanding Teacher Authority.* Journal of Education and Development, 5(2). https://doi.org/10.20849/jed.v5i2.916

Lu, M. (2002). *The Harvard Business School Guide to Careers in Management Consulting.* Harvard Business School. ISBN 978-1-57851-581-3

McLeod, S. (2024). *Maslow's Hierarchy of Needs*. SimplyPsychology. https://www.simplypsychology.org/maslow.html [Referenced in 21.4.2024].

Metsäpelto, R., Heikkilä, M., Hangelin, S., Mikkilä-Erdmann, M., Poikkeus, A. & Warinowski, A. (2021). *Osaamistavoitteet luokanopettajakoulutuksen opetussuunnitelmissa: Näkökulmana Moniulotteinen opettajan osaamisen prosessimalli* [Learning Goals in the Class Teacher Curriculum: The Process Model of Multidimensional Teacher Proficiency as a Viewpoint] Kasvatus. 52(2), 164-179. https://doi.org/10.33348/kvt.111437

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass. https://doi.org/10.1177/074171369204200309

Miettinen, R. (1998). *Miten kokemuksesta voi oppia? Kokemus ja reflektiivinen ajattelu John Deweyn toiminnan filosofiassa* [How Can We Learn from Experience? Experience and Reflective Thought in John Dewey's Philosophy of Action]. Aikuiskasvatus, 18(2), 84-97, 182-183. https://doi.org/10.33336/aik.92491

Mitchell, D. E. & Spady, W. G. (1983), *Authority, Power and the Legitimation of Social Control*. Education Administration Quarterly, 19(1), 5-33. https://doi.org/10.1177/0013161X83019001002

Mohamed, M., Rashid, R. A. & Alqaryouti, M. H. (2022). *Conceptualizing the complexity of reflective practice in education*. Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2022.1008234

Moser, P. K. (1987). *Propositional knowledge*. Philosophical Studies 52, pp. 91–114. https://doi.org/10.1007/BF00354160

Munby, H. (1989). *Reflection-in-Action and Reflection-on-Action*. Purdue University Press, Volume 9, pp. 31-42. Project MUSE, https://doi.org/10.1353/eac.1989.a592219.

Narayanan, M. (2022). *Transforming Through Power: Teachers Identity in Schools*. Power and Education, 14(2), pp. 128-139. https://doi.org/10.1177/17577438221080261

Nguyen, Q. D., Fernandez, N., Karsenti, T. & Charlin, B. (2014). *What Is Reflection? A Conceptual Analysis of Major Definitions and a Proposal of a Five-Component Model.* Medical Education, 48(12), pp. 1176-1189. https://doi.org/10.1111/medu.12583

Nicolini, P. & Cherubini, L. (2011). *Self Image and Social Identity: A Study on a Sample of Italian Adolescents.* In: Wearing, M. (ed.). Social Identity. Nova Science Publishers. ISBN: 9781620818749

Niiranen, T. (2022). *Reflektio tekstilajina* [Reflection as a Text Type]. Master's Thesis in Language and Communication. University of Jyväskylä. https://jyu.finna.fi/Record/jyx.123456789_82065?sid=4638703329

Packer, M. J. & Goicoechea, J. (2000). *Sociocultural and Constructivist Theories of Learning: Ontology, Not Just Epistemology.* Educational Psychologist 35, pp. 227-241. https://doi.org/10.1207/S15326985EP3504_02

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd edition). California: Sage Publications. Thousand Oaks. ISBN: 978-0-7619-1971-1

Peltier, J., Hay, A. & Drago, W. (2005). *The Reflective Learning Continuum: Reflecting on Reflection*. Journal of Marketing Education - J Market Educ. 27. 250-263. https://doi.org/10.1177/0273475305279657

Pelkonen, P. (2023). *Luokanopettajien käsityksiä pedagogisesta auktoriteetista ja luokanhallinnasta* [Class Teachers' Perceptions of Pedagogical Authority and Classroom Management]. Master's Thesis in Class Teacher Education. University of Helsinki.

https://helda.helsinki.fi/server/api/core/bitstreams/c06da147-9ed3-49d4-8fc9-6df660619db9/content

Pierro, A., Cicero, L. & Raven, B. H. (2008). *Motivated Compliance With Bases of Social Power*. Journal of Applied Social Psychology. 38(7), pp. 1921–1944. https://doi.org/10.1111/j.1559-1816.2008.00374.x

Rautanen, P. (25.3.2024). *Oppilaiden aggressiot lisääntyneet niin paljon, että opettajat harjoittelevat nyt lyönneiltä ja potkuilta suojautumist*a [Pupil Aggression Has Increased to the Point where Teachers Are Trained to Protect Themselves from Punches and Kicks]. Yle News. https://yle.fi/a/74-20080501 [Referenced in 7.5.2024].

Raven, B. H. (2008). *The Bases of Power and the Power/Interaction Model of Interpersonal Influence*. Analyses of Social Issues and Public Policy, 8(1), pp. 1-22. https://doi.org/10.1111/j.1530-2415.2008.00159.x

Reeves, J. (2018). *Teacher Identity*. In: Liontas, J. I. (ed.). The TESOL Encyclopedia of English Language Teaching, 8. Wiley-Blackwell. https://doi.org/10.1002/9781118784235.eelt0268

Rodgers, C. (2002). Defining Reflection: Another Look at John Dewey and Reflective Thinking. https://doi.org/10.1111/1467-9620.00181

Roffey, S. (2011). *The new teacher's survival guide to behaviour* (2nd ed.). SAGE. ISBN: 978-1-84920-743-0

Rude, C. A. (2007). *How to Succeed as a Substitute Teacher*. Corwin Press. ISBN: 1-4129-4474-0

Räsänen, J. (2021). *Teacher Authority in the Classroom. Views of Finnish Basic School English Teachers and Classroom Teachers*. University of Jyväskylä. https://jyx.jyu.fi/handle/123456789/75864

Sahlberg, P., & Korpela, S. (translation). (2015). *Suomalaisen koulun menestystarina: Ja mitä muut voivat siitä oppia* (2. painos) [Finnish Lessons: What Can the World Learn from Educational Change in Finland? (2nd Edition)]. Into. ISBN: 978-952-264-330-8

Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books. ISBN: 978-1-85742-319-8

Seitamaa-Hakkarainen, P. (2014). *Kvalitatiivinen sisällönanalyysi* [Qualitative content analysis]. Metodix. https://metodix.fi/2014/05/19/seitamaa-hakkarainen-kvalitatiivinen-sisallon-analyysi/ [Referenced in 7.5.2024].

Spady, W. & Mitchell, D. (1979). *Authority and the Management of Classroom Activities*. In: The 78 Yearbook of the NSSE, pp. 75-115). Chicago: The University of Chicago Press. https://doi.org/10.1177/016146817908000603

Stein, M. B. & Stein, D. J. (2008). *Social anxiety disorder*. The Lancet. https://doi.org/10.1016/S0140-6736(08)60488-2

Tanaka, H. (2009). *The Relationship between Supervisors' Power Bases and Supervisory Styles*. University of New Orleans Theses and Dissertations. 1025. https://scholarworks.uno.edu/td/1025

Tavast, M. (2010). *Reflektiivinen ajattelu, opettamisen luova tehokeino* [Reflective Thought, the Creative Power Tool of Teaching]. University of Tampere. Department of Adult Education. https://trepo.tuni.fi/bitstream/handle/10024/81840/gradu04490.pdf?sequence=1&isAllowed=y

Taylor, E. W. (2017). *Critical Reflection and Transformative Learning: A Critical Review*. PAACE Journal of Lifelong Learning, 26, pp. 77-95.

TENK. (2023). *Hyvä tieteellinen käytäntö ja sen loukkausepäilyjen käsitteleminen Suomessa: Tutkimuseettisen neuvottelukunnan HTK-ohje 2023* [Code of Conduct for Research Integrity and Procedures for Handling Alleged Violations of Research Integrity in Finland: RI Guidelines 2023]. Tutkimuseettinen neuvottelukunta. https://tenk.fi/sites/default/files/2023-03/HTK-ohje_2023.pdf

Tesar, M. (2015). *Power and Subjectivities: Foucault and Havel on the Complexities of the Early Years Classroom*. In: Rubie-Davies, C. M., Stephens, J. M., & Watson, P. (ed.). The Routledge International Handbook of Social

Psychology of the Classroom. Routledge, Taylor & Francis Group. ISBN: 9780415856966

Tiuraniemi, J. (1994). Reflektiivisen ammattikäytännön käsitteestä [On the Definition of Reflective Professional Practice]. Publications of In-Service Training of the University of Turku. http://tiuraniemi.fi/reflektio.htm [Referenced in 21.4.2024].

University of Jyväskylä. (07.08.2017). *Opettajankoulutuksen lähtökohta ja tavoitteet* [The Basis of Teacher Education and Its Objectives]. https://www.jyu.fi/ops/fi/edupsy/opettajankoulutuksen-lahtokohta-ja-tavoitteet. [Referenced in 7.5.2024].

Vuori, J. (2023). *Laadullinen sisällönanalyysi* [Qualitative Content Analysis]. In: Vuori, J. (ed.) The Qualitative Research Methods Handbook. Tampere: Finnish Social Science Data Archive [service provider]. https://www.fsd.tuni.fi/fi/palvelut/menetelmaopetus/. [Referenced in 25.01.2024.]

Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology. Vol. I.* Berkeley: University of California Press. ISBN: 0-520-03500-3

ATTACHMENTS

Attachment 1. Email Interview Structure in English and Finnish

ENG

1. What is your gender?

2. What is your experience as a teacher?

a) What are your qualifications/specialisation

b) Work experience in years

c) Current Public Post (what subjects do you teach)

3. How would you describe your identity as a teacher?

a) How does your education and training come into play?

b) Do you rather conform or make your own path in your career?

c) Have you seen teaching children as a calling in your life?

d) Do you fill a certain type of role in class?

4. How would you describe your authority as a teacher?

a) Is your authority visible in the interaction you do with your students?

b) Does your authority come from rewards and/or punishments?

c) What kind of feedback do you get from students and their legal guardians?

e) How would you view your authority with your students when compared to other teachers?

5. Do you reflect on how you work?

Reflection can be characterised as:

- careful thought or consideration

- usually involves critiquing something

- having an objective view is a considerate way of reflecting on other people's actions

This type of thinking can be used to find out if somebody needs to learn more and develop themselves, for example.

a) Do you reflect while teaching? If yes, what are the usual findings?
b) Do you reflect after a lesson / working day? If yes, what are the usual findings?
c) Do you use another way to reflect on your work as a teacher?
d) Do questions of your personal authority and identity arise from said reflections? Examples?

6. These last questions are hypothetical cases. They are used to think about how the respondent's authority is tested. [These questions aren't sent beforehand, as to gain a more authentic/improvised answer].

a) Your student is actively trying to ignore your authority. They aren't participating in your instruction, even though they could have potential for learning, for example. How would you deal with this type of student?
b) Your student is very obedient to your authority. They might not sometimes seem to have an independent thought, looking to you for directions, for example. How do you see this fitting with your teaching methods?
c) Your student seeks personal authority in class. They may seem to want to be more knowledgeable than you, looking to fulfill a role or facade in front of their peers. How would you deal with this type of student?

FIN

1. Mikä on sukupuolesi?

2. Mikä on kokemuksesi opettajana?

a) Pätevyydet/erikoisosaaminen

b) Työkokemus vuosina

c) Tämänhetkinen virka (mitä aineita opetat)

3. Miten kuvailisit opettajan identiteettiäsi?

a)   Miten koulutuksesi vaikuttaa siihen, millainen opettaja olet?

b)   Mukaudutko helposti, vai teetkö mieluummin omaa tietäsi opettajaurallasi?

c)   Onko lasten opettaminen ollut kutsumusammatti?

d)   Koetko olevasi jossain tietyssä roolissa luokassa?

4. Miten kuvailisit auktoriteettiasi opettajana?

a) Näkyykö auktoriteetti siinä vuorovaikutuksessa, mitä teet oppilaiden kanssa?

b) Tuleeko auktoriteettisi palkinnoista ja rangaistuksista?

c) Näkyykö auktoriteettisi oppilailta ja huoltajia saamassasi palautteessa?

e) Miten vertaisit opettajakollegoihisi sitä auktoriteettia, joka sinulla on oppilaisiin?

5. Reflektoitko osana opettajan työtäsi?

Reflektointi voitaisiin määritellä:

- ajatustyönä, missä harkitaan tarkkaan jotain

- jonkin asian tai ihmisen kritisointi liittyy usein reflektioon

- objektiivisuus nähdään usein kohteliaisuutena

Reflektion keinoilla voitaisiin esimerkiksi auttaa toista ihmistä oppimaan ja kehittymään jossain asiassa.

   a) Reflektoitko jotenkin siinä hetkessä, kun opetat? Jos, niin miten?

b) Teetkö reflektiota oppitunnin tai työpäivän jälkeen? Jos, niin miten?

c) Näetkö jotain muuta keinoa, miten reflektoit opettajan työhösi liittyen?

d) Esiintyykö reflektioissasi omaan auktoriteettiin tai identiteettiisi liittyviä aiheita? Esimerkkejä?

6. Viimeiset kysymykset ovat hypoteettisia tilanteita. Niiden avulla pohditaan, miten vastaajan auktoriteettia koetellaan.

d) Oppilaasi vastustaa auktoriteettiasi vahvasti. Hän esimerkiksi välillä ei osallistu opetukseen niin paljon, kuin voisi. Miten toimisit tällaisen oppijan kanssa?

e) Oppilaasi myötäilee sinua paljon ja on ylitsevuotavan kuuliainen auktoriteettiasi kohtaan. Millaisena näet tämän oppijan suhteessa omiin opetusmetodeihisi?

f) Oppilaasi hakee paljon omaa auktoriteettia luokassa, pyrkien olemaan sinua viisaampi ja esimerkiksi välillä alkaa opettamaan muita. Onko tällainen haitaksi omalle auktoriteetillesi?

Attachment 2. Email instructions for participants on how to join a meeting in Microsoft Teams [In English and in Finnish]

ENG

Hello!

I will send you a link for the meeting. For joining a meeting, you need just the link and a browser. You can alternatively use the Teams application, if you have it on your device.

After the introductions and greetings, I will tell you when I'll start the recording and automatic transcription that is built into Teams.

Please refrain from using a webcam at this point, ie. turn it off before I start the recording. This is to ensure that your picture is not recorded, as it's personal information.

I hope you will find the interview pleasant!

FIN

Hei!

Lähetän sinulle linkin etähaastattelua varten. Liittymistä varten riittää linkki ja selainohjelma. Vaihtoehtoisesti voit käyttää Teams-sovellusta, jos sinulla on se laitteellasi asennettuna.

Aloitamme haastattelun sillä, että kerron käynnistäväni nauhoituksen ja litteroinnin.

Nauhoitusta ennen muistutan sinua laittamaan kameran pois päältä. Kuvasi olisi nimittäin henkilötieto.

Toivon, että haastattelu on sinulle mukava!